

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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OFFICE OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
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Sarah Cloud stated that she has been frustrated with the mismanaged process for Jefferson enrollment balancing. The six scenarios that were first presented were very bad. The final two options solve none of the problems that they are supposed to correct. Middle school students will continue to be underserved. She has found only constant inequity throughout the District. She asked the Board to stop the Jefferson enrollment balancing process and direct staff to develop a plan that will address the District as a whole and develop a standard that would apply to all schools. Cluster-by-cluster enrollment balancing does nothing. All they have is constant change in the Jefferson cluster and it was not good change.

ENGLISH AS A SECOND LANGUAGE (ESL) UPDATE

Melissa Goff, Director of Teaching and Learning, reported that the focus is for rapid change to students in school right now and that she was proud of the work that the ESL team has done this year.

Van Truong, Director of ESL, presented her report in English, Spanish and Vietnamese. Ms. Truong stated that knowing every student by name was crucial for student success and listed the goals of ESL: conceptually change the thinking and language we use for ELL; all Emergent Bilinguals (EBs) move up at least one proficiency level; and all EB high school seniors on track to graduate. Ms. Truong added that the challenges ESL faces include: need for intensive language support for newcomers, and reading and math support; increased sheltered instruction for content course, ensuring students obtain credit; and, the need for a culture change to be at the center of supporting student transition to the U.S. educational system.

Ms. Truong reported on what staff was doing this year to change ESL student achievement: professional development; ESL program progress and action plans draft; curriculum/instruction assessment; pilot content based English language development model; individual student data; parent/community involvement; student leadership; walkthroughs; collaboration with other departments and communities; and, Special Education/ESL collaboration.

Co-Chair Gonzalez suggested that information should be edited into the different languages as an educational tool for families and staff.

Director Morton stated that there are a number of community-based, culturally related organizations in Portland and asked whether the ESL department partnered with them. Ms. Truong responded that she works closely with the District Equity department as they are the liaison to community events. ESL staff attends as many of those events that they can as staff learns more at those informal events. ESL staff has met with the Coalition of Communities of Color several times.

Director Knowles asked where the District was in making sure we have curriculum in the languages needed. Ms. Truong responded that staff was working hard on that. The District only has the Spanish curriculum materials; other immersion programs do not have the materials in the appropriate language, only in English and the teacher has to translate the materials.

Co-Chair Gonzalez commented that the District was Mtranslng thi

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BUDGET DISCUSSION

David Wynde, Deputy Chief Financial Officer, reported that all budgets are built on estimates and forecasts that are received over time. A Budget Amendment would be presented to the Board the

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Co-Chair Gonzalez adjourned the meeting at 9:45pm.

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RESOLUTION No. 4705

Resolution Urging Congress and the Administration to Amend the Budget Control Act of 2011 and the American Taxpayer Relief Act

RECITALS

- A. A world class public education is essential for the future success of our nation and today's schoolchildren.
- B. The Budget Control Act of 2011 was amended by the American Taxpayer Relief Act, which includes provisions to impose more than \$1.1 trillion in across-the-board budget cuts to almost all federal programs including education that would become effective March 1, 2013.
- C. These across-the-board budget cuts, also known as sequestration, would have a dramatic impact on education funding and could result in larger class sizes, fewer course offerings, loss of extracurricular activities, and teacher and staff lay-offs.
- D. Portland Public Schools as well as other public schools throughout the nation, would be impacted by an estimated \$2 billion loss from just three programs alone – Title I grants (support for high poverty schools/students), IDEA (special education state grants) and Head Start (pre-kindergarten programs) – that serve a combined 30.7 million children. For PPS the loss is estimated to be between \$1.65 and \$2.3 million for the 2013-14 school year.
- E. Federal funding for K-12 programs was already reduced by more than \$835 million in Fiscal

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RESOLUTION No. 4706

Resolution Encouraging Oregon's Congressional and State Delegations to
Enact Measures to Increase School Safety

RECITALS

- A. At Portland Public Schools the safety of students is one of our most important responsibilities; when parents entrust their children to us, we take this responsibility seriously.
- B. As we proactively review internal safety protocols and procedures, we acknowledge that some aspects of school safety must be addressed by federal and state elected officials.